

DOCUMENT RESUME

ED 196 629

RC 012 449

AUTHOR Robinson, Richard A.
TITLE Teacher Education in Outward Bound.
INSTITUTION Colorado Outward Bound School, Denver.
PUB DATE Jun 70
NOTE 45p.: Paper copy not available due to publisher's preference.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Administrators; Counselors; High School Students;
*Inservice Teacher Education; *Learning Activities;
*Outdoor Education; School Districts; Secondary Education; *Self Concept; *Teacher Attitudes; Teacher Characteristics; *Teacher Improvement; Teacher Role

IDENTIFIERS Colorado (El Paso County): *Outward Bound

ABSTRACT

A series of Outward Bound programs and experiences was planned for El Paso County, Colorado, school teachers to increase their awareness of their personal characteristics, especially those that might enhance learning on the part of their students. Part of the planning for the program involved a survey of county high school teachers, counselors, and administrators to determine what kinds of experiences were desired, what their duration would be, and what percentage of the teachers would participate. Of the 188 respondents to the questionnaire, 65% signed their names and were expected to participate in the various proposed activities. Among those signing the questionnaire, the most popular activities were one-day observation and participation visits to county and state juvenile agencies, foundations, and programs. The least popular was an Outward Bound Summer Practicum. About 60% of those signing the questionnaire indicated they would attend theme seminars, outdoor education workshops, and environmental exposures, but only 50% indicated interest in wilderness and river expeditions, skill training, or an Outward Bound Minicourse, all of which were three-day programs. Recommendations included implementing all proposed activities with budget allotments reflecting the questionnaire response. A copy of the questionnaire is included. (SB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED196629

COLORADO OUTWARD BOUND SCHOOL

Denver, Colorado



TEACHER EDUCATION IN OUTWARD BOUND

Richard A. Robinson

June, 1970

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

Colorado Outward
Bound School

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

RC 012449

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iii
CHAPTER	
I. INTRODUCTION	1
Purpose of the Study	
Statement of the Problem	
Delimitations	
Definition of Terms	
II. BACKGROUND AND RATIONALE	5
III. METHOD OF PROCEDURE	12
IV. PROGRAM DEVELOPMENT	16
Objectives	
Content	
Selected Experiences	
Duration	
Participants	
Survey Summary	
V. RECOMMENDATIONS	25
APPENDIX A. Outward Bound Summer Practica	29
APPENDIX B. Correspondence	31
APPENDIX C. Worksheet and Questionnaire	36
REFERENCES	39

ACKNOWLEDGEMENTS

The preparation of the following report was accomplished through the efforts of a number of people. The initial planning began on November 20, 1969 at a meeting with School District Number 41 administrators, teachers, and counselors involved with current Outward Bound programs. The principal direction was established by Mr. Joseph Nold, Director of the Colorado Outward Bound School, in a meeting in Denver within the following month. Subsequent liason to Outward Bound was maintained with Mr. Gary Templin.

In Colorado Springs, Mr. Thomas B. Doherty, Superintendent of Schools (School District Number 11) approved and endorsed the study. Dr. Calvin Frazier, Deputy Superintendent of Schools (School District Number 11) acted as advisor and consultant throughout the study. Dr. Frazier helped formulate the committee that worked on the project. In addition to Dr. Frazier, the committee was comprised of the following: Mr. George Dalglish, Director of Secondary Education (Assistant Principal of Mitchell High School at the inception of the study); Mr. Gilbert Funk, Assistant Principal of Wasson High School; Mr. Gerald Hughes, Assistant Principal of Palmer High School; Mr. Larry Bussey, Central Services; Mr. Charles Hadley, Central Services; Mr. Norman Hetland, teacher at

Mitchell High School; Mr. Robert Mann, counselor at Palmer High School; and Mr. Rex Miller, teacher at Wasson High School.

Other persons in Colorado Springs who contributed to the progress of the study were: Mr. Rusty Baillie, Colorado Outward Bound; Mr. Ralph Burton, Director of the Boys' Clubs of Colorado Springs; Mr. Sam Dunlap, South Junior High School; Mr. Larry Dunn, C.S.U. Extension; Mr. Don Green, Director of the Arts and Humanities Project; Mr. Dick Roy, General Secretary of the Colorado Springs YW-YMCA; Mr. George Scheffer Jr., Young Life.

Dr. Vincent Cyphers, University of Northern Colorado (formerly Colorado State College) provided advisory support.

CHAPTER I

INTRODUCTION

Purpose of the Study

The primary purpose of this study was to explore the kinds of experiences that will be meaningful to educators who work with high school age youth. This study was conducted as a basis for suggestions and recommendations regarding the contribution that the Colorado Outward Bound School can make to in-service teacher education in Colorado Springs. Those suggestions and recommendations appear in the final chapter of this report.

Statement of the Problem

The problem of this study was to establish developmental planning for a series of programs and experiences that will begin in the fall of 1970 and continue through the 1972-1973 academic year. The design of these experiences centered around developing realization of the teachers innate characteristics that will support and enhance their potential as a catalyst to the total learning continuum of their students. These will be challenging activities that generate self-discovery and awareness, and develop the

qualities of imagination, innovation and creativity.

Additional activities of this project included:

1. To establish needed resources to conduct these programs. (personnel, equipment and facilities).
2. To develop guidelines for an outdoor education program geared specifically to the needs of high school youth. This aspect relates to the above by virtue of the necessity, in developing training programs, of having some notion of the outcomes expected.
3. To coordinate activities designed to establish communications and cement inter-school and intra-school faculty relations.
4. To work out a budget based on available funds.
5. To prepare for and conduct follow-up evaluation throughout the funding period as a basis for recommendations for future action.

Note--- At the time of this writing, all of these activities have not been accomplished. However, their aspects have been considered and plans for their implementation are in preparation as defined in future portions of this report.

A subordinate phase of this study consisted of coordinating the ongoing Outward Bound programs in Colorado Springs, and recruiting participants (teachers and students) for the 1970 Outward Bound summer programs.

Delimitations

The nature of the grant (defined in Chapter II) which will support these programs of in-service education related to the Outward Bound philosophy and technique is concerned with the Pikes Peak region but is not restricted to any sub-population of educators within that geographic area. The programs developed will serve a variety of educators including the various school districts and agencies located there.

For reasons of convenience and because School District Number 11 represents the largest single group in the categories defined above, the developmental planning phase was conducted primarily with personnel from that school system. Selected agency representatives (Boys' Club, YW-YMCA, Young Life, and CSU Extension) were alerted to the activities in progress and their potential involvement was defined. Other agency groups and school districts will be informed and invited to participate as the programs enter the implementation phase in the fall of 1970.

Definition of Terms

1. Colorado Outward Bound.--One of five Outward Bound schools in the United States that provide challenging wilderness experiences for young men and women.
2. Educators.--All of those people that are related to the educational processes involving high school

youth in El Paso County, Colorado. This will include school people (teachers, counselors, and administrators) from all of the districts in the county as well as representatives from community agencies such as; Boys' Club, Boy Scouts, Camp Fire Girls, City Park and Recreation. Council of Churches, Four H Club, Girl Scouts, YW-YMCA, and Young Life. The leadership representatives from all of these sources will collectively be referred to as educators.

3. El Pomar Foundation.--A private, tax-free foundation incorporated under the laws of Colorado exclusively for charitable uses and purposes (including public, educational, scientific and benevolent uses and purposes) to assist, encourage and promote the general well-being of the inhabitants of the State of Colorado.
4. Pikes Peak Region.--The geographic area roughly defined by the El Paso County boundary.

CHAPTER II

BACKGROUND AND RATIONALE

Outward Bound has the broad purpose of motivating young men and women. It is felt, to best achieve this purpose, its philosophy must be woven into the structures and practices of existing institutions, public schools, youth organizations, government and welfare agencies and industry.

Colorado Springs, a city of over 100,000 population in its metropolitan area, is located about 60 miles south of Denver, close to the base of Pikes Peak. It has an agreeable climate and has long been famous as a health and pleasure resort. At one time following the gold rush at nearby Cripple Creek it was the wealthiest city per capita in the United States. Today it is no longer a quiet summer resort but a year-round city which is the base for the United States Air Force Academy, the Fifth Infantry Division at Fort Carson, Colorado College, Colorado School for the Deaf and Blind, and many other civic and cultural organizations.

Here too, are Mitchell, Palmer, and Wasson High Schools serving a community of approximately 3,800 students, of which approximately 81 per cent are white, 8 per cent are black, and 11 per cent are Hispano. It was in view of this inter-racial growth in Colorado Springs with the normal increase in

interpersonal tensions among the youth that Mr. Joseph Nold, Director of the Colorado Outward Bound School, approached the trustees of the El Pomar Foundation in January, 1967, for a grant to explore the possibility of incorporating the Outward Bound concepts and ideals of human relations development into the community's youth organizations.

Following detailed conversations and the presentation of a tentative budget outline which included scholarships for a leadership cadre, salaries for two instructors and necessary equipment to operate the program, a foundation grant was made at the end of January in the amount of \$40,000 for the first year of operation with a \$30,000 fund to be granted for each of the two following years.

The following is a brief summary of all that has taken place since the inception of the program:

1. The first phase was a probing and reconnaissance activity to become familiar with the community coupled with an effort to acquaint educators, youth workers, and business people with the principles and aims of Outward Bound. This process was expedited through the cooperation and help of the Boys' Club of Colorado Springs and Mr David Perry, its executive director.
2. The first real action was to involve youth and leaders in the summer Outward Bound program. Eight participated - three counselors from the Boys' Club

of Colorado Springs, one outdoor education teacher, and four high school students.

3. During the summer of 1967 the Colorado Springs Boys' Club camp incorporated many Outward Bound practices through the work of Mr Robert Hussey and three Outward Bound leadership-trained youth.
4. Pilot programs were then started with an international⁴oriented field trip for underachievers to San Felipe, Mexico.
5. On weekends starting in February, 1968, two Outward Bound instructors guided and trained a Palmer High School group interested in mountain experiences called the Blitzsteigers in camping and mountain skills. The Emerald Valley Ranch of the Boys' Club served as the operation base.
6. In the summer of 1968 El Paso County was able, through the El Pomar Foundation grant, to send thirteen boys and one girl to the Colorado Outward Bound School.
7. Following detailed planning meetings with Mr. G. C. Hughes, Assistant Principal of Palmer High School, and Mr. Joseph Nold during the early fall, many new plans were outlined to move beyond the pilot stages. For this, a new Outward Bound instructor, Rusty Baillie, was assigned full-time. These schemes included:

- a) An auto mechanic skill training night school for the basic purpose of follow-up with the students returning from the Manpower courses. This was coordinated with local businesses to develop understanding in the program, to know the training needs of these firms, and to aid in job placement after training.
- b) Support and guidance was given to the J. Esadi organization, the black students' club at Palmer High School.
- c) A study of the drop-out problems and their solutions began.
- d) There was direct school involvement through the physics teacher at Mitchell High School who was doing studies on snow and avalanche problems with his students. A world history teacher at Mitchell and his students were involved in the outdoor program with Mr. Baillie as advisor.
- e) Direct street work by Mr. Baillie, as part of Outward Bound follow-up, was carried on with many students, i.e. counseling with students outside of school on many of their personal problems.
- f) A kayaking group was organized whose initial project was to build a kayak for practice in order to prepare for spring trips.
- g) Support with equipment, transportation, and guidance was provided for teachers interested in outdoor trips with their students. (1)

The programs involving Outward Bound in Colorado Springs became more intense and specialized the first part of 1969. Attention was given to meeting the needs of the community in the most effective manner for Outward Bound. This required an evaluation of programs coupled with movement in areas thought to provide the basis for ideas and activities most relevant to the community.

The program expanded to bring together the Outward Bound approach and the academic experience at Mitchell High School. Outward Bound recognized the importance of working within the school framework and not as an exclusive external force. This emphasis at meeting student and academic needs led to the planning of an expedition of a multidimensional focus to Mexico. The main underlying thrust of the activity would concern itself with facilitating and encouraging positive human relations through which students would come to learn and understand more about one another.

During 1969 Outward Bound provided a faculty training program for Palmer High School teachers. This was a highly encouraging program in sensitivity training that not only provided a growth experience for teachers but also laid the ground work for further faculty training programs. For some projects initially begun by Outward Bound, there has been a shift of responsibility to these more appropriate sources.

Outward Bound instructors conducted a full scale

leadership training course for the Boys' Club in 1969. A further involvement of Outward Bound with the Boys' Club concerns the Emerald Valley Ranch. This site will provide an excellent base camp for winter operations of the Outward Bound programs in Colorado Springs. (2)

The programs and activities defined above constitute the first funding period by the El Pomar Foundation. A recent three year grant from this foundation has made it possible for Outward Bound to continue its work in Colorado Springs. The community and high school projects that have been supported in the past three years have provided some direction for the future, but the Outward Bound vision is extremely open-ended and they are not satisfied to simply continue with their established programs. This expansion demands innovation, and in this regard, Colorado Outward Bound embarked upon a new planning phase for future action in January of 1970. This planning phase was established to determine the contribution that Outward Bound can make to the youth of Colorado Springs during the next three year period and is the subject of this report.

Colorado Outward Bound envisions its most prudent role, in this new era of involvement, as one of leadership training and technical and logistical support. With this direction, it is felt that any gains made will serve to substantially outlive the funding that made them possible, and any further funding will constitute an avenue for con-

tinued expansion. In this regard the involvement of Colorado Springs school personnel and other community youth leaders is imperative to the success of the initial planning, because these are the people who will be charged with the implementation of the ideas forthcoming. In addition these are the people who are most keenly tuned to the particular needs in Colorado Springs.

On November 20, 1969, a meeting with school administrators, teachers and counselors involved with current Outward Bound programs in School District Number 11, and representatives from Colorado Outward Bound, produced the recommendation that a committee be formed comprising representatives from each of the four high schools, to be appointed by their principals. The purpose of this committee would be to explore the possible Outward Bound contributions, in the context defined above, in a series of meetings to be held in the spring of 1970. Colorado Outward Bound further recommended that the author of this report coordinate the activities of this committee, assemble the data into a working synthesis, and submit a report of the findings.

CHAPTER III

METHOD OF PROCEDURE

As previously defined, the problem of this study was to establish developmental planning for a series of programs and experiences that will be centered around the Outward Bound technique and philosophy. These programs and experiences will be designed with the intention of producing realization of educators innate characteristics that will support and enhance their potential as a catalyst to the total learning continuum of their students. In order to accomplish this planning, a committee was established utilizing School District Number 11 personnel to develop and insure continuity throughout subsequent phases of implementation and evaluation. The choice of School District Number 11 in Colorado Springs is explained in Chapter I (Delimitations) and the structural methods used to set up the committee can be followed through Appendix C. correspondence.

The first meeting was held on January 29, 1970 and dealt with a brief historical description of Outward Bound's previous and current involvement in Colorado Springs. Subsequent meetings were concerned with the kinds of things that Outward Bound feels they can accomplish through their programs for teachers. A summary evaluation of the 1969

summer Outward Bound Practica which was conducted under the direction of Glenn Hawkes, University of Massachusetts (Appendix A) was presented for this purpose. Further, the Outward Bound technique, utilizing the stress and challenge offered by the arduous natural environment, was reviewed. The workability of the Outward Bound method was established but the awareness of the fact that there are other characteristics that need development and other methods and techniques that are applicable to attain the desired ends became the concern of this committee. An additional concern regarding the notion that Outward Bound's technique is not reaching a certain segment of the population who simply refuse to expose themselves to these methods and techniques was considered by this group of educators.

The committee set itself to the task of ascertaining:

1. The objectives of an in-service teacher training program coupled to a set of expected outcomes.
2. The desired behavioral characteristics that should be added to the list established by the Massachusetts study on the Summer Practica. (Appendix A)
3. The kind of experiences that might produce the potential of developing, reinforcing and enhancing all of the desired characteristics.
4. The type of experiences that should be developed and implemented (selection and priority).

5. The duration of the various selected experiences.
6. The categories of participants who will become involved in the program.
7. The impact that the selected experiences have on the teachers involved (Evaluation).

The function of developing and implementing the programs after selection will become the role of special interest segments of the committee, augmented by additional resource persons. These additional people will be invited from a variety of sources including School District Number 11 personnel, Outward Bound staff and the community as dictated by the nature of the program in question.

Work sheets (Appendix C) were utilized by the committee to develop items 3, 4, 5, and 6 above. The results of these work sheets were compiled into a questionnaire (Appendix C) which was administered to approximately two thirds of the high school teachers, counselors and administrators in School District Number 11 at regular faculty meetings at Wasson and Mitchell High Schools.

The design of the questionnaire is self-explanatory. An oral presentation of its ramifications to the faculty helped clarify its objectives. It was explained that participation did not constitute a commitment but would show the interest that would give direction to the program. It also served to alert school personnel to the upcoming programs which should prove to have promotional value for the future. The results of the questionnaire are summarized

in the next chapter, and implications are drawn in the form of recommendations in the final chapter of this report.

In addition to the committee activities the writer spent considerable time visiting the high schools in District Number 11 seeking reactions and suggested additions and/or deletions from teachers, counselors and administrators to proposed ideas related to the project. This time was most beneficial as it helped solidify and draw working thoughts into some form of unity. This activity was summarized for the committee in a written memorandum that also conveyed a resume of previous committee activity and was presented prior to each meeting.

Selected agency representatives were contacted for similar reasons to the school visits. Their reactions were all positive which leads to an optimistic assessment of the future of the project. This activity was simply cursory in nature and will require considerably more attention in the future.

The recruiting and promotional sub-problems of this study were conducted in conjunction with the school and agency visits.

CHAPTER IV

PROGRAM DEVELOPMENT

Objectives

Prior to the proposal of experiences it was necessary to define, in general terms, the broad categories that were to be sought. In addition, the expectations of the program in relation to these objectives were expressed. The objectives and their respective expected outcomes fall into four areas and are defined below:

1. Analysis and Evaluation.

To provide experiences with an atmosphere conducive to act as a vehicle for critical analysis and evaluation of educational roles and responsibilities.
Expected outcomes.-- Educators will carefully re-examine their objectives and take a new, and possibly more realistic, look at their programs.

2. Human Relations.

- a) To provide experiences through which educators may develop a greater awareness and appreciation of each other.
- b) To provide experiences through which educators may develop a more empathetic understanding of

young people.

- c) To provide experiences through which educators may develop better communications with parents.
- d) To provide experiences through which educators may gain some insight into community problems; (eg...minority group difficulties, poverty, institutional agencies, and etc.).

Expected outcomes.-- After exposure, these sensitivities will be transferable to other persons outside of the experiences; (eg...students, teachers, administrators, parents, and etc.).

3. Personal and Individual Involvement.

To provide dramatic and meaningful personal experiences through which educators may examine their own individual values, life style, and goals.

Expected outcomes.-- Educators will renew self-confidence and strengthen and/or positively alter their attitudes toward participation and involvement in the process of education.

4. Experiential Learning.

- a) To provide experiences that reinforce and develop the philosophy of "learning by doing" through practical training in specific outdoor skills that educators can utilize in developing curricular and/or extra-curricular programs.

- b) To provide experiences designed to awaken an understanding of the meaning and significance of environmental deterioration .

Expected outcomes.-- In addition to the implied educational utility, participants will experience role reversals as they, who are normally responsible for educational leadership, become learners (relate to 2...b above).

Content

The initial phases of these exposures and training experiences will be exploratory in nature and designed to offer a wide variety of options in terms of duration and structure. Evaluative techniques will be employed throughout to identify and select the experiences most suitable and appropriate to accomplish the defined objectives.

All experiences will be conducted in an isolated natural setting except those that dictate community and other particular environmental specifications.

I. Selected Experiences:

A. Academic categories

1. Environmental exposures...Objective 2-a and 4-b
2. Outdoor education workshops...Objective 2-a and 4-a

B. Basic theme seminars...all Objectives except 4-b

1. Crime.

- 2. Drugs.
- 3. Educational topics...eg. relevance, pragmatism, idealism, realism, existentialism.
- C. Expeditions...all Objectives except 4-b.
 - 1. Green River expeditions.
 - 2. Wilderness expeditions...Practicum for persons trained in A and E.
- D. Outward Bound mini-course...all Objectives
- E. Skill training...Objective 2-b and 4-a
 - 1. Campcraft (Expedition technique)
 - 2. Elementary mountaineering (Rocks and ropes)
 - 3. Snow and ice (Snow shoeing and ski touring)
- F. Visitations (Observing)...Objective 1, 2-a, 2-b, 4-a
 - 1. Brady Hospital
 - 2. District Court, Juvenile Probation Department
 - 3. Department of Public Welfare
 - 4. N. A. A. C. P.
 - 5. State Employment Office
 - 6. State Hospital at Pueblo
 - 7. Urban League
- G. Visitations (Participating)...Objective 1, 2-a, 2-b, 3, and 4-a
 - 1. Brockhurst Youth Foundation
 - 2. Colorado Springs Police--Juvenile Bureau
 - 3. Colorado School for the Deaf and Blind
 - 4. Community Action Program

5. Community live-in
6. Department of Rehabilitation
7. Frontier Boys Village
8. Health Department
9. Myron Stratton Home
10. Rocky Mountain Rehabilitation Center (Hope House)
11. Schools...
 - a) Target school programs
 - b) Special education
 - c) Swap assignments
12. Zebulon Pike Center

II. Duration

A. One Day Experiences.--

One day sessions are restrictive in scope but have the value of 1) exposing greater numbers of participants and 2) providing the attraction necessary to reach certain groups that might not be willing to expose themselves to more elaborate programs.

The one day sessions will incorporate little or no physical stress. Some of the sessions will center around a basic theme and involve fairly loose structure. Other sessions, particularly those designed for specific learning experiences, will be highly structured. Those experiences dealing with independent or small group involvement of the participants will

come together at the termination of the experience in an evening review and sharing time. The one day sessions will fall into the following four categories:

1. Mid-week (Wednesday) 9:00 AM to 10:00 PM *
2. Saturday 9:00 AM to 10:00 PM *
3. Involving an overnight 5:00 PM to 5:00 PM *
 - a) Involving a school day
 - b) Friday to Saturday

* Times approximate

B. Three Day Experiences.--

Three day sessions provide better opportunities for follow through on a given topic. These sessions are most adaptable to skill training workshops, school visitations, and community live-in experiences. The three day sessions will fall into the following two categories:

1. Extended weekend (begin Thursday afternoon and continue through Sunday evening)
2. Mid-week

C. Nine Day Experiences.--

Nine day sessions are particularly well suited for the Outward Bound mini-course and will follow the existing program format for similar courses. These experiences may be incorporated with programs involving educators from other districts (eg. Denver). These sessions will begin in the late afternoon on

Thursday and terminate the following Sunday at noon. These programs may be offered in conjunction with school calendar breaks or during the regular school schedule.

III. Participants.--

For purposes of establishing a convenient starting point, these experiences will initially be made available to those people who are related to the educational processes involving high school youth in El Paso County, Colorado. This will include school people as well as representatives from community agencies. The leadership from all of these sources will collectively be referred to as "educators" in the following groupings.

Note.-- The expansion of these programs to include both older (College) and younger (Junior High School and Elementary) age groups will depend on the results of evaluation of these programs and additional revenue sources.

A. Educators and Educators

1. Single school or agency
 - a) Controlled heterogeneous
 - b) Controlled homogeneous (intra-departmental)
2. Multi school and/or agency
 - a) Controlled heterogeneous
 - b) Controlled homogeneous (inter-departmental)

- B. Educators and Youth
- C. Educators and Parents
- D. Educators and Minority Groups

Survey Summary

The results of the questionnaire, defined previously, is summarized on the following page. The questionnaire appears in Appendix C and reference is directed there for format and descriptions related to the major experience headings used in the following table.

The signature space on the questionnaire provided an indication of special interest and therefore those questionnaires that were signed were tabulated separately and are designated under the "S" column in the table. The unsigned questionnaires are listed under the "U" and the totals under "T". The raw data figures are also expressed in percentages (immediately underneath) of the total sample ($n = 188$).

The duration figures were not translated to percentages because participants were not restricted to a single choice in this area and percent scores here would have no significance. The N/A designation indicates that a choice in that space was not applicable to that particular experience. The asterisk preference appear in the final column under * and are not expressed in percentages because their low values would contribute little meaning.

The number of questionnaires that were signed was 122 or 65% of the total (188) administered.

SUMMARY RESULTS OF FACULTY QUESTIONNAIRE

Experiences	PARTICIPATION						DURATION			
	YES			NO			RELEASE		WEEK-	*
	S	U	T	S	U	T	1 DAY	3 DAY	END	
Environmental Exposures	68 37%	25 13%	93 50%	54 29%	41 21%	95 50%	59	49	46	12
Outdoor Education Workshops	72 38%	25 13%	97 51%	50 27%	41 22%	91 49%	50	53	43	14
Basic Theme Seminars	70 38%	23 12%	93 50%	52 27%	43 23%	95 50%	60	45	36	14
Skill Training	63 33%	21 11%	84 44%	59 31%	45 25%	104 56%	39	52	52	15
Wilderness Expeditions	66 35%	23 12%	89 47%	56 30%	43 23%	99 53%	29	62	56	9
Green River Expeditions	60 32%	24 12%	84 44%	62 33%	42 23%	104 56%	N/A	49	45	16
Outward Bound Mini-Course	59 31%	15 8%	74 39%	61 33%	51 28%	114 61%	N/A	N/A	N/A	5
Outward Bound Summer Practicum	41 22%	11 5%	52 27%	81 44%	55 29%	136 73%	N/A	N/A	N/A	5
Observing Visitations	91 49%	32 17%	123 66%	31 16%	34 18%	65 34%	94	48	30	13
Participating Visitations	91 49%	35 19%	126 68%	31 16%	31 16%	62 32%	86	50	32	10

24

CHAPTER V

RECOMMENDATIONS

The study described in this report represents the preliminary work for a project that will continue for the next three years. There are many aspects that will require attention in the future and have not or could not be dealt with prior to the time of this writing. The two most notable omissions involve a budget spread and direct arrangements with resource persons required to conduct various aspects of the program.

The budget spread will be accomplished within the next two months. Although there is a defined limit to available funding on a yearly basis, the writer has adopted the philosophy that the experiences themselves required prime consideration in these initial phases. Once the kinds of experiences and their priorities have been established, the available money can be allocated to determine the number of experiences possible. It was the authors opinion, shared by the committee, that the quality of the experiences was more important than the quantity of educators involved. Another limiting factor in budgetary considerations hinges on some unresolved issues regarding the financial involvement of the schools and/or agencies participating.

The arrangements with resource persons will commence as soon as this report has been reviewed by Colorado Outward Bound and its recommendations are accepted or rejected. Planning for implementation will incorporate these arrangements after a calendar has been established.

Another consideration that will be required in the future will involve a system of evaluation conducted throughout the project in order to assess the degree of objective attainment.

On the basis of the findings of this study the following recommendations are submitted for the 1970-71 academic year:

1. That all of the selected experiences defined in Chapter IV (p. 18) be implemented.
2. That priorities and allocation of budget be adjusted in accordance with the reactions demonstrated in the questionnaire administered to teachers (p. 24). Within the limitations of available budget the following offerings are suggested:
 - a) Environmental Exposures--three one day sessions involving approximately 20 educators each.
 - b) Outdoor Education Workshops--three three day sessions involving approximately 25 educators each.

- c) Basic Theme Seminars--three one day sessions involving approximately 25 educators each.
- d) Skill Training--three weekend sessions involving approximately 20 educators each.
- e) Wilderness Expeditions--three weekend sessions involving approximately 20 educators each.
- f) Green River Expeditions--two sessions involving approximately 30 educators each.
- g) Outward Bound Mini-Course--two nine day sessions involving approximately 30 educators each.
- h) Outward Bound Summer Practica--15 scholarships.
- i) Visitations--20 one day sessions involving approximately 10 educators each.

These suggestions were determined on the basis that approximately $2/3$ of the potential participants were polled in the questionnaire and that approximately $2/3$ of the sample indicated special interest by signing the questionnaire. These two factors combine to indicate that the raw data figures in the table (p. 24) indicate the actual number of people that could be expected to participate.

3. That the schools and/or agencies provide the necessary release time for their participating educators, and that Outward Bound provide all other financial support for the programs through the El Pomar Foundation Grant.

4. That the equivalent of ten full student scholarships be provided for the summer Outward Bound course in 1971 (\$4500.00 may be distributed as partial scholarships to include more students).
5. That upon completion of the 1970-71 programs a revised proposal reflecting the results of evaluation be submitted for the following two years.

APPENDIX A

A summary evaluation of the 1969 summer Outward Bound Practica was conducted under the direction of Glen Hawkes, University of Massachusetts. The observations are summarized below:

The Outward Bound course seems to have a significant effect on the behavior of some educators. This conclusion is based on interviews with teachers, observation of teachers and teachers' responses to questionnaires. Our evaluation is hampered because we had no opportunity to observe the behavior of teachers prior to their Outward Bound experience. Many teachers, however, have claimed that their teaching was affected as a result of their participation in the Outward Bound course. Based on interviews and questionnaires, our observations are as follows:

1. Teachers are more empathetic with their students.
2. Teachers are more open and relaxed with students.
3. Teachers are less concerned about traditional school regulations, e.g. dress code, etc.
4. Teachers are more self-confident.
5. Teachers develop a willingness to give students more independence and a greater sense of control over their learning.
6. Teachers realize the value of planned stress situations.
7. Teachers are more willing to communicate on a personal level with their students, and are not as fearful of revealing their own strengths and weaknesses.
8. Teachers are more interested in tailoring instruction to meet the needs and concerns of individual students. (3)

Resolute Bond
25% COTTON CONTENT

APPENDIX B

COLORADO SPRINGS PUBLIC SCHOOLS



EL PASO COUNTY SCHOOL DISTRICT NO. 17, ADMINISTRATION BUILDING, 1115 NORTH EL PASO STREET, COLORADO SPRINGS, COLORADO 80903

THOMAS B. DOHERTY, Superintendent

CALVIN M. FRAZIER, Deputy Superintendent

January 9, 1970

Mr. Richard A. Robinson
2404 26th Street
Greeley, Colorado 80631

Dear Dick:

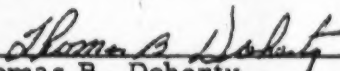
As you are well aware, our school district has been exploring and having some experiences in Environmental and Outdoor Education. Ultimately, it would be our hope that we could have a sequented program from the elementary schools through the high schools.

Your concern for the Colorado OUTWARD BOUND is of great interest to us, and your proposal for a study of the relationship and contribution that OUTWARD BOUND could make to this total overall program would be appreciated. Therefore, the study that you are suggesting does have our endorsement and approval, and we will be happy to work closely with you.

As we discussed, we will suggest a committee, representing the four senior high schools, with whom you can pursue this project in greater depth. Dr. Calvin Frazier, our Deputy Superintendent, who does coordinate the total instructional program, will advise further with you about this.

I am sure the OUTWARD BOUND experiences are wholesome activities, and would hope that your study will show some way in which they can coordinate with our total educational program. We appreciate your help in this matter, and are looking forward to analyzing your study.

Sincerely yours,


Thomas B. Doherty
Superintendent of Schools

Copy to: Dr. Frazier
TBD:b

38

Also sent to:

33

Gerald Hughes
Gib Funk
Bob Mann, Palmer
Norm Hetland, Mitchell
Rex Miller, Wasson
Sam Dunlap, South
Rox Grady
Larry Bussey

January 14, 1970

Mr. George H. Dalgleish, Assistant Principal
General William Mitchell High School
1205 Potter Drive
Colorado Springs, Colorado

Dear George:

Over the last few years, District 11 has been engaged in a number of cooperative undertakings with the Outward Bound group. This has been a very productive relationship and, with a local foundation grant to expand on this program, it appears timely that several of us get together for some long range planning.

Dick Robinson, on leave this year but a District 11 staff member, will devote one day a week throughout the spring to planning, coordinating, and writing up our proposal. By May 15 we must complete a rather well developed proposal for review by the local foundation. Over \$100,000 has been made available by this foundation to promote Outward Bound-District 11 programs over the next three-year period. While some of this money is committed to programs under way, the bulk of it is open to recommendations.

Could you meet with approximately 10 other District 11 staff members at 3:30 p. m. on Thursday, January 29, in Board Room C to discuss this proposal.

Sincerely,

Calvin M. Frazier
Deputy Superintendent

CMF:nw



COLORADO
OUTWARD BOUND
SCHOOL

P.O. BOX 7247, PARK HILL STATION
DENVER, COLORADO 80207
PHONE 327-2373

April 8, 1970

Mr. Thomas B. Doherty
Superintendent
School District 11
1115 N. El Paso St.
Colorado Springs, Colorado
80903

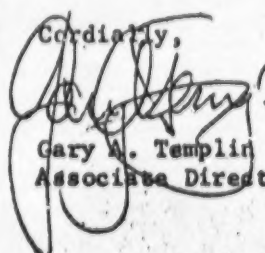
Dear Mr. Doherty:

This is in regard to Dick Robinson who will be teaching the 1970-71 school year in Colorado Springs. The Colorado OUTWARD BOUND School proposes to provide \$4000 toward Robinson's 1970-71 salary in order to grant him half-day release time to work on the implementation of OUTWARD BOUND type programs in Colorado Springs.

We see our involvement in Colorado Springs as the initial support needed to develop a program in outdoor education. We propose to subsidize Dick Robinson's salary during the 1970-71 school year on the condition that a plan be devised for the gradual phasing out of OUTWARD BOUND's financial support during the next three years. I would be more than willing to work with you or others who you might designate to develop a plan that would be most beneficial to OUTWARD BOUND and the public schools of Colorado Springs.

We are primarily interested in producing programs which will develop adult leadership and that will lead into on-going programs of outdoor education. We believe that Robinson's involvement could provide an administrative umbrella under which programs could develop.

Cordially,


Gary A. Templin
Associate Director

GAT:ms

CC: Dick Robinson

June 12, 1970

Mr. Gary A. Templin, Associate Director
Colorado Outward Bound School
Post Office Box 7247, Park Hill Station
Denver, Colorado 80207

Dear Mr. Templin:

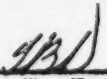
This is to confirm our plan with regard to Dick Robinson's work as a half time teacher in our school district, and the remaining half day released time to work on the implementation of Outward Bound programs in Colorado Springs. This is with the understanding that Outward Bound will reimburse this school district \$4000 towards the total salary of Mr. Robinson. We have been able to establish a half time teaching assignment at Mitchell High School, and the above plan is satisfactory.

We are very much interested in the Outward Bound activity, for we feel that the experiences of that program are not only educational, but have so many other related values that cannot be taught in the conventional classroom.

Concerning the payment to the school district, we would be willing to develop some type of plan that is satisfactory for you, but it is my feeling that at least half of this amount should be paid by September 1, 1970, and the other half perhaps by February 1, 1971. If, for some reason, this is not satisfactory, some other arrangement can be made.

Again, I think this will be a fine kind of related experience to coordinate into our school program, and I am sure everything will go well with it.

Sincerely yours,



Thomas B. Doherty
Superintendent of Schools

Copy to: Dick Robinson ✓

TBDib

APPENDIX C

WORKSHEET

37

() PARTICIPANTS

() PRIORITIES

1 DAY MID-WEEK

1 DAY SATURDAY

1 DAY OVERNIGHT SCH.

1 DAY OVERNIGHT SAT.

3 DAY WEEKEND

3 DAY MID-WEEK

NINE DAY

DURATION

EXPERIENCES:

A.1.Environmental Exposures

2.Outdoor Education Workshops

B.1.Crime

2.Drugs

3.Educational Topics

C.1.Green River

2.Wilderness

D. Outward Bound mini-course

E.1.Campcraft

2.Mountaineering

3.Snow and Ice

F---Visitations (Observing) Select three (3)

1.

2.

3.

G---Visitations (Participating) Select six

1.

2.

3.

4.

5.

6.

Additional ideas:

EXPERIENCES:

	WILLING TO PARTICIPATE		IF YES, CHECK ONE OR MORE OF THE FOLLOWING		
	(CHECK ONE)		RELEASE TIME		WEEK-END
	YES	NO	1 DAY	3 DAY	
1. ENVIRONMENTAL EXPOSURES consisting of comparison studies of the undisturbed natural environment in contrast to the deteriorating urban scene... <u>ecological emphasis.</u>					
2. OUTDOOR EDUCATION WORKSHOPS designed to present and share experiences suitable for outdoor <u>learning.</u>					
3. BASIC THEME SEMINARS involving relevant educational topics (eg. communication, group dynamics, etc.).					
4. SKILL TRAINING designed to produce some measure of competence in outdoor recreation activities. (<u>Expedition planning, mountaineering, ski-touring</u>)					
5. WILDERNESS EXPEDITIONS providing practicum opportunities for those persons that have been <u>involved in one of; 1, 2, or 4 above.</u>					
6. GREEN RIVER EXPEDITIONS providing three days of white water rafting in Dinosaur National Monument.					
7. OUTWARD BOUND MINI COURSE developed as a nine day experience designed to introduce the Outward Bound technique and philosophy.					
8. OUTWARD BOUND SUMMER PRACTICUM consisting of a 30 day course designed to acquaint teachers with the Outward Bound approach to education through their own personal, first hand experiences. (<u>10 quarter hours credit available through CSC</u>)					
9. OBSERVING VISITATIONS to community agencies such as: District Court, Juvenile Probation Dept.; Department of Public Welfare; Urban League; etc.					
10. PARTICIPATING VISITATIONS to community agencies such as: Juvenile Bureau, Colorado Springs Police Dept.; Community Action Program; Zebulon Pike Center; etc.					

All experiences will be conducted in an isolated natural setting except those that dictate community and/or other particular environmental specifications.

If you have particularly strong interest in participating in any or all of the above programs please sign your name to this questionnaire.

You may designate strong preferences by placing an * opposite the numbered choice in the left margin.

REFERENCES

1. Colorado Outward Bound, Report to the El Pomar Foundation.
" The Outward Bound Project in El Paso County,
Colorado," February, 1969.
2. Colorado Outward Bound School. "El Pomar Foundation
Report," October, 1969.
3. Hawkes, Glenn W. "Evaluation of Outward Bound Teachers'
Practica." A report presented to Outward Bound,
Inc., University of Massachusetts, March, 1970.